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ABSTRACT

This book is about education harvested from self-observation. F. Matthias Alexander (1869-1955) studied the experience of self formation, working with motor habits. His method is used in performing arts training to enhance bodily and vocal expression. Like Alexander, Konstantine Stanislavski (1863-1938) and Sigmund Freud (1856-1939) studied human consciousness and found that emotion, body, and mind are inextricably linked. Each in his own time discovered that learning not to interfere with innate processes can transform existence profoundly, and that interrupting habitual response is the key. To clarify the work of Alexander, Stanislavski, and Freud, this book applies the semiotic analysis of knowledge and action of Charles Sanders Pierce (1839-1914) to the study of indirect learning processes. Sensory experience, emotion, and thought are body learned and body perpetuated. Without awareness of body habits, people are without a vital link to understanding behavior, consciousness, and self. Awareness of the body together with a conscious not doing of habit is a means of regaining one's inherent poise, expanding freedom of choice, enriching expressiveness, and enhancing the enjoyment of life. Implications for educators are particularly evident in chapter 9, "Plowing Ahead," with its discussions of sensory expectation in learning and teaching and communication in teaching. (Contains 20 figures, 22 tables, and 176 references.) (SLD)

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